DOCUMENT RESUME

ED 430 356 EC 307 207

AUTHOR	Handy, Adam J.
TITLE	Ethnocentrism and Black Students with Disabilities: Bridging the Cultural Gap, Volume I.
ISBN	ISBN-0-533-11960-X
PUB DATE	1999-00-00
NOTE	52p.
AVAILABLE FROM	Vantage Press, Inc., 516 West 34th Street, New York, NY 10001 ($11.95).
PUB TYPE	Books (010) -- Information Analyses (070)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	*Black Students; Child Rearing; Cultural Awareness; *Cultural Differences; *Disabilities; Elementary Secondary Education; Equal Education; *Ethnocentrism; Family Relationship; *Labeling (of Persons); Minority Group Children; Racial Discrimination; Role Models; Social Bias; Socioeconomic Status; Special Education; Teacher Education; *Teacher Expectations of Students; White Students
IDENTIFIERS	*Disproportionate Representation (Spec Educ)

ABSTRACT

This book investigates the educational methods, achievements, and teacher expectations among black and white students with disabilities. It finds that poverty, racism, cultural differences between blacks and whites, and inferior socioeconomic conditions are the main causal factors that result in black children being "labeled" as exceptional and placed in special education classes at an alarmingly disproportionate rate. Historical legislation and events are cited which have resulted in case law, along with current research findings, that support the thesis that the disparity in academic achievement levels and self-esteem between black and white students has been systematically polarized. It is argued that the black family's child-rearing practices and cultural differences may be viewed with contempt by the majority race and that the unfavorable view of black culture has created hurdles for black students which result in low self-esteem and low academic performance. The need to introduce more black, positive role models and include more multicultural lectures in teacher education programs is discussed as a way to remedy the black students' burgeoning failure rate in the public school system and decrease the inordinate number of black children being placed in special education classes. (CR)

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